**ILO: COMMUNICATION**

Statement of Intent: Associate degree graduates have the ability to transfer information, concepts, or emotions to an audience through written, oral, symbolic, aesthetic, and/or nonverbal communication methods that successfully align with their purpose.

Examples (not intended to be a comprehensive or exclusive list):
Written: Clinical journals, lab reports, essays
Oral: Formal speeches, informal class discussions, group presentations
Symbolic: Chemistry equations, manufacturing schematics

Visual: American Sign Language
Aesthetic: A painting, a musical composition, plate presentation of a meal
Nonverbal: Facial expressions, eye contact, artifacts (e.g. Clothes, jewelry)

Notes:

* Multiple artifacts from the same course may be submitted as demonstration of a student’s achievement of this ILO.
* ~~Evaluators should feel free to assign a zero for any skill that is not evident in the artifact under examination.~~
* Ability to transfer information could include creating, analyzing, responding to and critiquing examples listed.

Revised 10/12/16 (General Education Committee)

**Communication ILO**

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| **Course Name/No.** | Click or tap here to enter text. |
| **Course-Level Outcomes (CLOs)**  | Click or tap here to enter text. |
| **Faculty Name** | Click or tap here to enter text. |
| **Academic Department** | Click or tap here to enter text. |
| **Things to Consider** |
| 1. **Student Achievement of CLO/ILO**
 | *Think about how your students, in meeting your selected CLO(s), provide evidence of the achievement of the ILO Statement of Intent above.* |
| 1. **What Student Achievement Reflects**
 | *What do the above achievement results reflect about students’ ability to demonstrate the CLO/ILO?* |
| 1. **Instructional/Curricular Changes**
 | *Think about potential curricular or instructional changes that might improve student learning related to the CLO/ILO?* |

Revised 06/03/18 (Assessment and General Education Committees)

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| Skills/ Abilities | Absent (0) | Attempting (1) | Emerging (2)  | Developing (3) | Competent (4) | Advanced (5) |
| Student- Considers Audience | Ignores audience. | Communicates in the wrong context or content is inappropriate for audience.  | Has some appropriate adaptations for the audience but also makes some inappropriate adaptations. | Communicates in an appropriate context or includes general reference to audience, but audience is inferred. | Communicates in an appropriate context and includes specific reference to audience or specific content for specific audience. | Communicates with audience in creatively nuanced and appropriate ways. A genuine rapport is established. |
| Course-level operationalization | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Student- Transfers Content | Has little or no content. | Meaning is very unclear or missing. | Meaning is mostly apparent but with some lack of clarity. | Meaning is evident, but content is not effectively transferred. | Meaning is clear and effectively transfers content.  | Meaning is effectively transferred and complex ideas are understood. |
| Course-level operationalization | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Student-Aligns communication method with Purpose | Ignores purpose. | Communication method is misaligned with purpose. Communication would be more successful using another communication method. | Makes some alignment between communication method and purpose, but more development is needed. | Communication method is aligned with purpose. Communication fulfills purpose but could be more successful if method was used more skillfully. | Communication method is aligned with purpose. Communication fulfills purpose through skillful use of method. | Clearly understands the communication method and purpose. The alignment is innovative and effective. |
| Course-level operationalization | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

Revised 06/03/18 (Assessment and General Education Committees)